

Initial Professional Development Schedule Snow Pond Arts Academy

The Initial professional development and training is a collaboration between school-led and K12 supported training. To ensure the Snow Pond staff is prepared to implement a blended model using the K12 curriculum, it will be essential for the appropriate training and resources be provided. For many this will be a new way of teaching and for that reason, a flipped, scaffold training model is developed. This schedule assumes initial onsite / synchronous training followed by a period of remote/asynchronous practice and support, culminating in a final onsite session to ensure instructor confidence and competence leading into the school year. After the first month of active usage, a K12 Blended Team member will schedule a weekly Office Hour to review tools found within the platform, assist in integrating teacher-created, standard-aligned lessons and units into the platform, and be available to answer questions. This office hour is in addition to communications between the school and assigned Blended team member(s) for purposes of trouble shooting and technical support. A list of the session topics is below the training schedule.

All training will be collaboration between school-based staff and K12 support team members.

* School specific topics

** K12 Blended model specific topics

*** Virtual Training modules (online and asynchronously)

Session 1		
Session Day	Session Topic	Session Description Session
Day 1	School Culture and Goals*	Introducing the school overall academic goals and providing the staff a sense of the school culture. Within the presentation, the school administrative staff will provide examples on how the school will develop the school culture with the community and all stakeholders.
	Compliance Presentations Homelessness, Mandated Reporter*	Someone from the school or district will present on the process and services provided to students who are identified as homeless. Also, the staff will be given an outline of their obligation as a mandated reporter.
	Employee and School Handbook*	The school administrative staff will review the employee and school handbooks.
	K12 Systems Overview**	A K12 Blended Team member will facilitate a virtual webinar to review the K12training site with the staff to ensure everyone can access virtual training modules. In addition, during this time the presenter will review the type of access all staff members should have and address any access issues.
	K12 Curriculum Platform***	10 training modules found on K12training.com on the Desire to Learn platform. Particular modules must be completed by the end of Day 2, which will be indicated in their virtual training schedule.
Day 2	Schedules and Staff Expectations*	Staff will be provided the school schedule. Preps, lunch periods, class coverage, etc. will be reviewed with the staff. Expectations and responsibilities will be reviewed.
	School Discipline and Incentive System*	The administrative team will review the school's approved discipline policies and processes. The team will also review the positive behavior system that will be implemented at the school to encourage positive behavior throughout the school.

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	Compliance Presentations: EPI Pen, FERPA*	A school and district identified presenter will review how to use an EPI Pen and the FERPA regulations.
	Class Set-Up Time*	Time is set aside for the teachers and other staff members prepare the building for the first day of school and for any beginning of the year school events, such as an Open House.
	K12 Training Virtual Modules***	Time is set aside in the day for the staff to complete their virtual training modules.
	Advisor/Advisee Training*	The locally developed advisor/advisee training will focus on best practices regarding social emotional issues, service learning and academic domains.
Day 3	Blended Model Overview**	A K12 Blended Team member will review the main components of blended learning. The presenter will also discuss how the school's blended model is structured and how the K12 curriculum is one of the main elements to the model.
	Effective Routines and Expectations in the Classroom and in the FLEX**	A K12 Blended Team member will present effective routines that should be established in a blended classroom; in addition, highlighting teacher and student expectations within a blended learning environment. The presenter will also share best practices in preparing students to work effective in a blended classroom and flex area.
	Curriculum Platform Overview, Part 1 (Instructional Tools)**	A K12 Blended Team member will review the essential platform features. It will be important for the staff to have completed the assigned virtual training modules prior to the asynchronous session. Examples of the top features that will presented are the following: teacher dashboard, student dashboard, and course set-up. Several course set-up features will be reviewed on Day 3, such as hiding content, release items, adding content and/or activities, lockers, etc. Such features will allow teachers to integrate personalized units and/or lesson within the Desire to Learn platform.
Day 4	Lesson Planning in a Blended Classroom**	A K12 Blended Team member will show how to use the curriculum resources and the pacing guide to develop interactive, engaging, and standard aligned lessons. The staff will be provided the curriculum/standard alignment document, which will be reviewed by the K12 Blended Team member. The alignment document will assist teachers in developing lessons, but more importantly how to develop standard-based, cross-curricular lessons and/or units and integrate appropriately into the Desire to Learn platform.
	Effective Pacing Guides **	A K12 Blended Team member will present to the staff how to develop a pacing guide and which tools to use within the platform to ensure students are staying on-track according to the pacing guide. The curriculum standard alignment document will be shared and reviewed with the staff.
Day 5	Special Programs Overview (RTI, 504, ELL, Spec Ed and Homeless)***	Staff will have access to the virtual training modules through K12training.com site. Time is set aside in the day for the staff to complete their virtual training modules. These modules should be completed prior to the first day of school.
	BL Special Education – Accommodations and Modifications in a Blended Setting***	

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	FERPA Basics***	
	Behavior Plans and Manifestations***	
	What is RtI?***	
	Classroom Routines, Grading policies, etc. (Class Announcements, Syllabi, etc...)**	The administrative team will review with the staff the school's policies and operational procedures around grading, class transitions, class announcements, etc.
	Lesson Plan Expectations*	The administrative team will review the teacher's responsibility and expectations around lesson planning.
	Class Set-Up Time*	Time is set aside for the teachers and other staff members prepare the building for the first day of school and for any beginning of the year school events, such as an Open House.

Session 2		
Session Day	Session Topic	Session Description Session
Day 1	Gradebook ***	Training modules found on K12training.com. These modules must be completed by the end of Day 2.
	TotalView School***	
	SMS Operations: Communication Policies and Procedures***	
	Class Set-Up Time*	Time is set aside for the teachers and other staff members prepare the building for the first day of school and for any beginning of the year school events, such as an Open House.
	K12 Training Virtual Modules***	Time is set aside in the day for the staff to complete their virtual training modules.
Day 2	Curriculum Platform Overview, Part 2 (Communication and Progress Monitoring Report Tools)**	A K12 Blended Team member will be highlighting the tools found within the platform and the TV school system to effectively communicate to all stakeholders. In addition, the presenter will review the reports administration and teachers can export from the platform to monitor students and use for data driven decisions.
	Gradebook**	A K12 Blended Team member will review specific features in the gradebook. The virtual training module should be completed prior to the asynchronous session.
Day 3	Assessments: Formative and Summative within the Platform and Beyond**	A K12 Blended Team member will review the assessment reports found within the platform, how to use the data to remediate academic gaps, and how to use school required assessment data and the curriculum assessment data to make informed, data-driven instructional decisions.
	Developing and Monitoring Individual Student Progress within a Blended Program**	A K12 Blended Team member will present on how to effectively monitor students within the platform, platform resources teachers can use to develop student goals, and how to communicate these goals to all stakeholders.

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Day 4	Expectations for First Day and Student Orientation Overview & Preparation*	The administrative team will review their expectations for the first day and week of school. In addition, review the purpose, expectations, and overall structure of the Student Orientation to the blended model and curriculum, in addition, the first day and week of school.
	Daily Procedures for Students and Staff (Arrival, dismissal, lunch, transitions, etc.)*	The administrative team will review with the staff the operational procedures for the school.
	Emergency Plans and Drills*	
	Class Set-Up Time*	Time is set aside for the teachers and other staff members prepare the building for the first day of school and for any beginning of the year school events, such as an Open House.
Day 5	Assessment and Testing Calendar and Guidelines*	The administrative team will review with the staff the school and district assessment calendar and expectations.
	Class Set-Up Time*	Time is set aside for the teachers and other staff members prepare the building for the first day of school and for any beginning of the year school events, such as an Open House.

During the Office Hour, platform training topics could change, based on the school's need. Below are the general tools reviewed during the Office Hour: insert lessons, hide content, re-order lessons, news items, creating groups, setting restrictions, releasing items, creating discussion topics, data-driven instruction reports, and password protected assessments.

SPAA will be purchasing the K12 core curriculum and some elective courses for their teachers and students. Because of the uniqueness of the online curriculum, data tools and resources, and the uniqueness of a Blended learning model, SPAA has also contracted for a limited scope of services to include: professional development of teachers and staff in the use of the online curriculum, online tools and resources, and in the integration of SPAA's Arts program into the curriculum. Blended learning environments offer a vast array of opportunities and data tools for staff to enable student success and achievement. SPAA desires to take advantage of the Blended environment and sees the training services as paramount to success in their first year.

In addition to weekly review of Desire to Learn Platform tools and features, a K12 Blended Team member will be working with teachers during the first semester to successfully integrate their personalized integrated Arts lessons and activities into the core curriculum within the online platform. Working alongside the teachers and collaborating during the integration period will provide a successful transition into the blended instructional model for both the students' and teachers' user experience.